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ABSTRACT

As classrooms have become more culturally and linguistically diversified, the theories and methods of teaching reading to young children have changed. Early childhood educators must explore new methods of instruction in order to involve and expand the language abilities of young children and must provide engaging activities that will create more competent readers and writers. This collection examines these and other literacy topics. Following the introduction, "Introduction--Language and Literacy in Early Childhood Education," by Olivia Saracho and Bernard Spodek, the articles are: (1) "Language Skills That Relate to Literacy Development" (Catherine Snow and Patton Tabors); (2) "From Prop to Mediator: The Changing Role of Written Language in Children's Symbolic Repertoires" (Anne Haas Dyson); (3) "Literacy Development: The Whole Language Approach" (Olivia Saracho); (4) "Assessing Young Children's Language and Literacy: Tests and Their Alternatives" (Celia Genishi); (5) "Biliteracy and the Language-Minority Child" (Kris Gutierrez); (6) "Reading Recovery: A Literacy Program for At-Risk Children" (Gay Su Pinnell); (7) "From the Margin to the Center of Curricula: Multicultural Children's Literature" (Violet Harris); (8) "Designing the Early Childhood Classroom Environment To Facilitate Literacy Development" (Judith Schickedanz); (9) "The Role of Parents in Supporting Literacy Development of Young Children" (Elizabeth Sulzby and Patricia Edwards); (10) "Preparing Teachers to Support the Literacy Development of Young Children" (Lesley Morrow and Muriel Rand); and (11) "Language and Literacy Programs in Early Childhood Education: A Look to the Future" (Bernard Spodek and Olivia Saracho). Each chapter includes references. (TJQ)

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